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ABSTRACT

Abstracts of material covering a variety of topics regarding vocational and labor development throughout the world are presented in the fourth dispatch. Noted, in particular, are publications regarding education and training in rural areas, research, vocational guidance, and international instruments. The first section, News in Brief, contains 21 news items from around the world under the following headings: Forthcoming Events; New Institutions; New Policies; Management; Research; Information and Documentation; Abstracts Services; and For the Bookshelf. The second section contains 17 abstracts of various publications which present the author, title, bibliographical references, translation if necessary, subject analysis, and contents analysis. A list of eight periodical publications from various countries that have already been abstracted is included. (LH)

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The abstracts of the first despatch are already filed in the binder when it is sent to you.

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Comment classer ces Résumés

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CE005408

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Contents of this despatch :

This fourth despatch of T & D Abstracts contains, in addition to 21 items under the section "News in Brief", 17 substantive abstracts.

Note, in particular, the following:

Education and training in rural areas

Developing countries	5/B 59998
Cameroon	2/B 63315
France	2/B 64060

Research

Sweden	10/B 63918

Vocational guidance

Austria	3/B 63459
Germany (Fed. Rep.)	3/B 63460
United States	3/B 64092

International instruments

As a special service this despatch also includes a reprint, in booklet form, of the texts of the Convention and Recommendation concerning vocational guidance and vocational training in the development of human resources, adopted in June 1975 by the 60th session of the International Labour Conference.

Contenu de cet envoi :

Ce quatrième envoi de Résumés F & P contient 17 Résumés, en plus des 21 sujets traités dans la rubrique « En bref ».

Voir spécialement :

Education et formation en milieu rural

Cameroun	2/B 63315
France	2/B 64060
Pays en voie de développement	5/B 59998

Recherche

Suède	10/B 63918

Orientation professionnelle

Allemagne (Rép. féd.)	3/B 63460
Autriche	3/B 63459
Etats-Unis	3/B 64092

Instruments internationnaux

Cet envoi contient, en supplément, une brochure reproduisant les textes de la convention et de la recommandation concernant le rôle de l'orientation et de la formation professionnelles dans la mise en valeur des ressources humaines qui ont été adoptés en juin 1975 par la 60ème session de la Conférence internationale du Travail.

T&D

News in brief

June 1975 - No. 4

Forthcoming events

AN INTERFACE APPROACH TO TRAINING - 89
Cambridge, 9-11 September

How training is to be tackled often depends on factors that lie beyond training itself. The next Biennial Conference of the Industrial Training Research Unit, to be held at Cambridge, United Kingdom, from 9 to 11 Septembre 1975, will consider the implications of four such external factors - selection, education, teamwork and real life situations. Is training better directed at compensating for weaknesses or at developing strengths? How do we reconcile the interest of the firm in preparing individuals for limited skills and the public interest in developing the whole individual? These and other questions will be discussed and related to current research activities in the various fields.

The Conference Secretary, Industrial Training Research Unit, 32, Trumpington Street, Cambridge, United Kingdom.

MANPOWER DEVELOPMENT IN INDUSTRY - 90
Baghdad, October 1975

The 2nd Conference on Manpower Development in Industry will be held during the first week of October in Baghdad, Iraq. This Conference is being organised by the Iraqi Government, the Industrial Development Centre for Arab States and the Arab Labour Organisation. Three main subjects will be under discussion: manpower planning and training; industrial relations and increased productivity; the development of administrative and engineering skills in Arab countries. The Conference will be attended by tripartite (workers, employers and governments) delegations from the various Arab countries with observers from the International Labour Organisation, the United Nations Industrial Development Organisation, the United Nations Educational, Scientific and Cultural Organisation together with experts in the various subjects under discussion. Arabic will be the official language of the Conference with interpretation into English and French.

Second Conference of Manpower Development in Industry, Arab Labour Organisation, P. O. Box 814, Cairo, Egypt.

T & D Publications International Labour Office CH-1211 Genève 22, Switzerland

COMMONWEALTH EDUCATIONAL BROADCASTING CONFERENCE - Sydney, 7-16 October 91

The first Commonwealth Educational Broadcasting Conference is to be held in Sydney, Australia, from 7 to 16 October 1975. It is a joint venture of the Commonwealth Secretariat, the Government of Australia, the Australian Broadcasting Commission and the Commonwealth Broadcasting Association. The theme of the Conference will be "Educational broadcasting and educational change". Participants will study the contribution that broadcasting can make towards meeting emerging educational needs and will attempt to define objectives and priorities for the development of educational broadcasting, particularly in developing member countries, in conditions of social, educational and technological change. An opportunity will be provided for special interest groups to meet and discuss the development of their particular programmes or other related topics. Commonwealth co-operation at all levels will also be on the agenda.

The Commonwealth Secretariat, Marlborough House, Pall Mall, London, SW1Y 5HX, United Kingdom.

MANAGEMENT TRAINING IN CONSTRUCTION - Bombay, 13-27 October 92

In response to the urgent need to develop managerial and technical skills in the construction industry throughout the Third World, a regional seminar on the management of construction projects is to be organised by the ILO in Bombay, India, from 13 to 27 October 1975. The seminar will be financed by the Swedish International Development Agency (SIDA) and its immediate purpose is to clarify the main skill deficiencies at management level in the construction industries of Asian countries. In the long-term the seminar is expected to make a practical contribution to the further development of indigenous construction industries and thereby to the relief of unemployment and poverty. Seminar staff will be drawn from among experts with operating and training experience in the construction industry. A variety of exercises, case studies and business games will be used. These will be based on actual operating conditions in participants' national construction industries with special reference to small and medium-sized contractors. Participants will be drawn from eleven countries within the Asian region.

International Labour Office, Training Department, Management Development Branch, CH-1211 Genève 22, Switzerland.

MIGRANT WORKERS - Geneva, 15-24 October 93

Thirty experts from twenty countries will be attending a meeting in Geneva, Switzerland, from 15 to 24 October 1975. Apart from dicussing the future development of the ILO programme for migrant workers, the meeting will also consider the problems caused by workers returning to their country of origin as a result of unemployment related to the current economic situation.

International Labour Office, General Conditions of Work Branch, CH-1211 Geneva 22, Switzerland.

5TH INTERNATIONAL PERSONNEL CONFERENCE - Montreal, 20-21 November 94

In the next decade the working environment is expected to change as drastically as it has over the last fifty years. The 5th International Personnel Conference organised in Montreal, Canada, by the Montreal Personnel Association from 20 to 21 November 1975, will consider the implications of such changes for personnel managers. Under the title of "People, Profits and Production" the programme will focus on four major topics - people, change, challenge, and tomorrow's personnel manager. The subjects considered will be: new values for a changing environment; worker participation in management; the woman executive; attracting and keeping young people; strategies for relationships with multinational unions; demographic changes in the Canadian work force; developing human resources. Participants and speakers from Canada, the United States and Europe will consider personnel questions within this over-all framework.

Montreal Personnel Association, P. O. Box 278, Station B. Montreal, Quebec H3B 3J7, Canada.

TEAM INTEGRATING SYSTEMS - Cambridge, December 1975 95

The Industrial Training Research Unit has for the past five years been studying why some management teams are more successful than others. Groups have been composed with the aid of psycho-metric tests and their activities and achievements have been closely measured. Certain general laws indicative of likely success or failure have now been established. The individual member is required to identify the group characteristics together with the special input to the group which he is best fitted to make. Three-day residential seminars in team integrating systems have been

organised for some time on an ad hoc basis. The next seminar will take place in December 1975.

The Conference Secretary, Industrial Research Training Unit, 32 Trumpington Street, Cambridge, United Kingdom.

New institutions

ADULT TRAINING - Iran 96

The main functions of the National Centre for Adult Education and Training set up in 1973 in Iran are: literacy training, technical and vocational training prior to employment, technical updating and further training during employment, as well as various other activities contributing towards functional literacy. The Centre will also serve as a focal point for educational innovation in the educational system as a whole and will be responsible for co-ordinating the activities of the various ministries and organisations responsible for functional literacy projects. The Centre will receive international assistance from UNDP and UNESCO in the form of expert and consultancy services, study grants and financial assistance.

Literacy: a newsletter, UNESCO, Paris, No. 2, 1974, p. 9.

DRILLING TECHNOLOGY - United Kingdom 97

The Petroleum Industry Training Board plans to set up a Drilling Technology Training Centre for all grades of drilling personnel, including graduate entrants to the industry. It is anticipated that the Centre will become operational in summer 1975 and immediate plans are being made for a series of basic rig drilling courses to be started as soon as a T32 drilling rig has been equipped for training purposes.

Petroleum Industry Training Board, York House, Empire Way, Wembley, Middlesex, HA9 0PT, United Kingdom.

New policies

IMPROVED TRAINING FOR MASTER CRAFTSMEN - GFR 98

The aim behind the outline syllabi for instructor training approved in October 1974 by the Central Training Committee of the Chambers of Artisan Trades is to improve and harmonise training for master craftsmen. The syllabi go beyond simple guidelines and should lead to more comprehensive training programmes. The main subjects, which correspond to a minimum of 120 hours of instruction, are as follows: principles of vocational training, planning and implementation of training programmes, young people and training, legal provisions governing training.

Köln, Forschungsinstitut für Berufsbildung im Handwerk an der Universität, 1975: Rahmenstoffplan für Ausbilderlehrgänge, Reihe B, No. 13, 46p.

Management

OPTIMISATION OF SMALL BUSINESSES - Asia 99

The success of small businesses is vital to both developing and developed countries. One of the shortcomings of a small firm is lack of training programmes for management staff. The Asian Productivity Organisation has made a major contribution to the solution of this problem through running courses for management trainers and consultants concerned with small-scale business. The Organisation has now published a book specifically designed for management trainers in small and medium-sized enterprises in Asian countries. Each chapter has been written by a specialist in the field according to an over-all plan covering the various aspects of management in the small business sector. Subjects cover marketing, production and financial management, personnel management, quantitative methods for decision making and the role of the management consultant.

Tokyo, Asian Productivity Organization, 1974, 503 p.

ENCYCLOPAEDIA OF PERSONNEL MANAGEMENT - United Kingdom 100

This book represents an attempt to provide a comprehensive work of reference for the practising manager, to keep him in touch with what is happening in his own and related fields of work. The entries are in alphabetical order and vary in length from single sentences to several

hundred words, according to the nature of the subject discussed. The objective is to provide brief, factual information. There is extensive cross-referencing and entries dealing with more complex subjects make suggestions for further reading. The encyclopaedia has been compiled by seven specialist editors, each working within a branch of personnel management in which he or she is an expert. Although of general interest, the book is specifically related to the British scene.

TORRINGTON, D. (Ed.), Encyclopaedia of personnel management, Epping, Gower Press, 1974, 474 p.

Research

VOCATIONAL TRAINING IN LATIN AMERICA AND THE CARIBBEAN 101

A study on trends and prospects in vocational training has been compiled by the Interamerican Research and Documentation Centre on Vocational Training (CINTERFOR) covering the following countries: Argentina, Bolivia, Brazil, Chile, Colombia, Costa Rica, Cuba, Ecuador, Guatemala, Jamaica, Mexico, Panama, Paraguay, Peru, Trinidad and Tobago, Uruguay, Venezuela. Based on data assembled through questionnaires, guided interviews and consultant missions over a 2-year period, the study outlines the present situation, with special reference to the tasks and functions of the national vocational training institutions, and draws conclusions on various crucial aspects, among them the relationships between vocational training and general education and employment, establishing training needs, the financing of training. The analytical study is backed up by a 140-page volume containing individual country reports (available in Spanish only).

Prospective study on vocational training in Latin America and the Caribbean countries, Montevideo (Uruguay), CINTERFOR, 1975: parts 1 and 2, 66 + 140 p.

EDUCATIONAL RESEARCH IN SWEDEN, 1973-1974 102

A survey of current and completed educational research projects carried out by Swedish research institutions has just been published by the National Library for Psychology and Education, Stockholm. The data are based on the format of the Council of Europe ad hoc Committee for Educational Research. Each item contains comprehensive information on

the background, scope, findings and problems of each research project, a description of the research methods used and a bibliography. The survey covers the whole field of educational research from cognitive development in young children to cost-benefit analysis of individual programmes and planning techniques for developing countries. Projects are grouped under broad subject categories. The volume contains detailed subject indices in French and English, an index of researchers as well as a list of research institutions involved.

Educational research in Sweden, 1973-1974, National Library for Psychology and Education, Stockholm, 1974, 339 p.

Information and documentation

DIRECTORY OF TRAINING IN AFRICA 103

Training facilities in the African countries are fast developing, and this Directory aims at providing a comprehensive picture of the range of training courses currently available. It provides information regarding universities, teacher training colleges, specialised post-secondary training institutions, vocational and technical colleges in the field of education, natural sciences, social sciences, humanities and communication. The information is presented according to the field of training and institutions are listed by country in alphabetical order. The information is given in English or French according to the working language of the country. An alphabetical index of countries and their institutions is provided.

Training in Africa: Directory, Dakar, UNESCO Regional Office for Education in Africa, 1974, 582 p.

EDUCATIONAL RESEARCH AND INFORMATION 104

The German Pedagogical Institute (Deutsches Institut für wissenschaftliche Pädagogik) publishes three series of publications: "DIP-Informationen" containing reports, analytical studies, bibliographies and other miscellaneous information; "DIP-Diskussion" dealing with controversial subjects in the news and "DIP-Studien" giving information on educational research.

Deutsches Institut für wissenschaftliche Pädagogik, Kardinal-von Galen-Ring 45, D-44 Münster, Federal Republic of Germany.

INITIAL AND FURTHER TRAINING OF THE WORKFORCE - GDR 105

This selected bibliography is intended for training managers, teachers, research workers, innovators, students and all those concerned with the initial and further training of skilled workers. The 208 documents indexed, were published between 1972 and 1974, and deal with the following subjects: personal development in a socialist society; the effects of technical and scientific progress on initial and further training; rational work organisation and initial and further training. Each reference usually includes a short abstract. The majority of references refer to publications in the German Democratic Republic although there are some references to publications in the USSR and Czechoslovakia.

Auswahlbibliographie für Berufsbildung der deutschen Demokratischen Republik, No. 1/75, Zentralinstitut für Berufsbildung der deutschen demokratischen Republik, Berlin, 1975, 88p.

VIDEO: A BIBLIOGRAPHY FOR TRAINERS 106

An annotated bibliography of key video reference books has recently been published in the February issue of the magazine "Training". Made up of 28 carefully selected items, this bibliography provides all the information a trainer needs to start or to improve a video programme. The books are grouped for easy reference and include information on basic video terminology, preparation and application; technical information on lighting and special effects; basic maintenance information for single and multiple-camera studios; and information on how to set up a complete video system. All books listed are in print and available from standard sources.

Training, New York, Vol. 12, No. 2, Feb. 1975, p. 42-44.

Abstracts services

TECHNICAL EDUCATION ABSTRACTS - United Kingdom 107

This abstacts service is published quarterly and each issue contains approximately 120 abstracts together with a subject and author index. The last issue of each volume contains a cumulative index. The purpose is to provide a service for all persons and bodies within and outside the public educational system concerned with science and technical and further

education, including education and training for industry and commerce at all levels. Abstracts are drawn from a wide range of sources including separately published works and 51 major publications.

Business Manager, Information for Education Limited, School of Education, University of Liverpool, Room 302, 19-23 Abercromby Square, P.O. Box 147, Liverpool 7, L69 3BX, United Kingdom.

For the bookshelf

INDUSTRIAL ECONOMICS: A REFERENCE BOOK - FRG 109

"Initial and further training within the undertaking", "Occupations and occupational descriptions", "Vocational training outside industry" - these are but three of the many subjects dealt with in the first volume (A-Ge) of the new revised edition of the Dictionary of Industrial Economics. The volume, which covers recent research in this field, is intended for businessmen, research workers and students.

Handwörterbuch der Betriebswirtschaft, Enzyklopädie der Betriebwirtschaftslehre, Vol. 1, Stuttgart, C.E. Poeschel Verlag, 1974, 848 p.

WORK-RELATED LITERACY SKILLS 109

The term "functional literacy" holds different meanings for different people. For a team of researchers concerned with this subject over a period of eight years, it has meant the ability to read well enough to get and hold a job. An anthology entitled "Reading for working" summarizes the highlights of this 8-year research project carried out by the Human Resources Research Organization (HumRRO). The book makes the results of both civilian and military research programmes readily available for application in education and training activities and in development of job materials. Part I reports research to develop general methodologies for estimating functional literacy demands of jobs. Part II is concerned with methods of reducing discrepancies between personnel literacy skills and the literacy demands of jobs. Part III deals more generally with problems of adult literacy and career progression.

Reading for Working: a functional literacy anthology, Sticht, T.G. (ed.) Alexandria, Va., USA, Human Resources Research Organization, 1975, 186 p.

T & D	[illegible]	Sector	Country	In referring to this abstract please quote No. 2/L 269
2	–	–	Indonesia 915	

Author: –

Title: Presidential Instruction No. 15 of 1974 concerning the execution of Presidential Decree No. 34 of 1972 (functional responsibilities for education and training)

Bibliographical references: Jakarta [Office of the President], 1974, 16 p.

Translation of title:

Subject analysis

Presidential Instruction concerning the establishment of a unified education and training system: functional responsibilities in relation to over-all training policies and their implementation.

Contents analysis

Presidential Instruction No. 15 of 1974 contains rules and regulations on the implementation of educational and training policies laid down by Presidential Decree No. 34 of 1972. It defines the respective responsibilities of the competent authorities concerned.

The Minister of Education and Culture has over-all functional responsibility for the development of education and training policies and specific responsibility for the development of primary, secondary and academic higher education.

The Minister of Manpower, Transmigration and Cooperatives shall be responsible for public and private vocational training institutions in all sectors of the economy, with the exception of those training institutions or programmes for government employees which come under the responsibility of the Chairman of the Institute for State Administration.

The aim is to create efficient machinery for the proper planning and administration of all education and training which will be oriented to national development needs. The legislation provides for the establishment of a uniform education and training system, with the establishment of national standards relating to curricula, qualifications, examinations, instructional materials, school buildings and other educational facilities and teacher training. In accordance with his specific responsibilities relating to vocational training, the Minister of Manpower, Transmigration and Cooperatives shall:

- co-ordinate, within the framework of the over-all education and training policies, training activities undertaken in both the public and private sectors;
- develop a unified vocational training policy and assist public and private agencies, organisations and undertakings in applying such a policy;

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- examine and make proposals regarding the programmes and curricula of vocational training institutions, their staffing and their financial needs.

There shall be appointed a Co-ordination Team for the Development of Education and Training which, within the framework of the policies laid down and in consultation with other interested departments and agencies, shall determine guidelines concerning: the relationship between education and training and manpower planning; administrative structures; developmental programmes and improvements in curricula. This Team is to comprise the following members: the Minister of Education and Culture (Chairman), the Minister of Manpower, Transmigration and Cooperatives, the Chairman of the National Institute of Administration. The Team will be assisted by a full-time secretariat.

* Typescript of unofficial translation

T & D	Level	Sector	Country	In referring to this abstract please quote
2	-	-	Netherlands 492	No. 2/B 64766

Author: -

Title: Ontwikkelingen van het leerlingwezen

Bibliographical references: 's-Gravenhage, Centraal Orgaan Landelijke Opleidingsorganen, 28 Nov. 1974, 22 p. (mimeo)

Translation of title: Developments in apprenticeship

Subject analysis: Booklet on recent and desirable future developments in apprenticeship: need for flexibility in the organisation of practical and theoretical training and increased responsibility for national training organisations; flexible examination procedures, extension of apprenticeship provisions beyond skilled occupations.

Contents analysis

The current apprenticeship system [cf. abstract No. 1/L 6, Vol. 5] has greatly contributed to the production capacity of the economy. A new appraisal of its future functions is necessary because of profound changes in educational thinking and in occupational practice.

The Central Organisation of the National Training Organisations (Centraal Orgaan van de Landelijke Opleidingsorganen - COLO), which has overall responsibility for vocational training syllabi, recommends the following measures, inter alia:

- The national training organisations should employ more consultants who are pedagogically qualified and capable of establishing training requirements and programmes on the basis of functional and occupational analyses, of testing new developments with respect to their applicability, and of guiding the development of training media. This would ensure that practical training in the undertaking follows a programme with a primarily educational aim and leads to the acquisition of broadly-based occupational skills.
- A study should be undertaken of the possibility of concentrating theoretical instruction in continuous periods (block release).
- There should be greater flexibility and variety in practical and theoretical training periods and in their duration; the latter should be related to the occupation in question and to the ability to learn of the individual apprentice.
- The present national examination system should be replaced by a system whereby final examinations could be taken separately for individual subjects or groups of subjects; it should also be possible to take the theoretical and practical examinations separately.
- Most of those entering apprenticeship come from the system of lower vocational education (Lager Beroepsonderwijs - LBO). In the LBO schools there has recently been a tendency towards an extension of

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general education at the expense of vocational preparation. This, in spite of its many advantages, complicates the transition to apprenticeship. The possibility should therefore be studied of introducing, within the apprenticeship system, a new training period where practical training is given not in an undertaking but in a "training workshop" (leerwerkplaats - lwp) under the responsibility of the national training organisations and combined with one or two days of related theoretical instruction at school. The duration of this period should be flexible, but shall not exceed one year. In this way both occupational choice and preparation for entry into apprenticeship would be improved. The lwp's could also be used for providing retraining and other kinds of training, as well as for experimentation and research.

- The scope of the apprenticeship system should be widened to take in not only the traditional "skilled" occupations but also less complex occupations, occupations at junior and middle management levels and upgrading and retraining activities as well.

- A clearer understanding of the concept of practice periods is desirable. There are three types: (1) practice periods as part of a school education; (2) practice periods for the purpose of occupational orientation and guidance; (3) practical training in the undertaking accompanied by part-time, school-based general and related theoretical instruction - the typical apprenticeship situation. In the first two cases, practice periods are a primary responsibility of the school. In apprenticeship practical training is supervised by the national training organisations in which employers' and workers' organisations as well as the schools are represented. The national training organisations should have more responsibility for the first two types of practice period as they have the necessary know-how concerning industry and current training methods and enjoy the confidence of the industrial branch they cover.

- In carrying out its vocational training responsibilities the Ministry of Education s' ›uld co-operate with the ministries of social affairs, economic affairs, agriculture and, possibly, defence.

T & D	Level	Sector	Country	In referring to this abstract please quote
2	-	-	Norway 481	No. 2/B 64369

Author: -

Title: Langtidsplanlegging av yrkesutdanning

Bibliographical references: Oslo, Yrkesopplæringsrådet, 1974, 93 p.

Translation of title: Long-term plan for vocational training

Subject analysis

Report by a working group on the objectives, structure, administration and scope of changes in vocational training.

Contents analysis

[This report was drawn up by a working group which included representatives from employers', workers' and educational organisations. It was approved by the Vocational Training Council for Crafts and Industry (Yrkesopplæringsrådet for handwerk og industri) in March 1974 and subsequently updated in line with the 1974 Law on Further Education (No. 55 of 21 June 1974) which envisages a new system of unified secondary level further education covering general, technical and vocational education following completion of 9 years' schooling.]

Rapid technical and economic change (in particular the impact of North Sea oil discoveries), new requirements relating to environmental protection, reduced use of scarce resources and social evolution in working life, all demand changes in the over-all structure of vocational education, in the concept of the role of education generally and of the school in particular.

The proposed new unified system of secondary level further education will be based on the concept of life-long education, thus providing opportunities for recurrent education and training in all occupational sectors. It should provide both initial and further education and training for young people and adults, together with full-time and part-time courses co-ordinated with practical experience in employment.

The over-all objectives of the new system must necessarily be expressed in general terms. It is the sub-objectives set for each major part of such a system that will determine whether real equality is to be established between the various educational streams. Any one educational stream can achieve equality with other streams only on the strength of its own value and the opportunities it offers.

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13 May 75

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Objectives in vocational education and training

Initial training should aim at developing: competency in a particular occupational skill and a basis for further training; personal development both as a worker and as a citizen; a sense of occupational pride; a willingness to accept change and a sense of judgment. It should also develop an understanding of the relationship between theory and practice in an occupation and of the role, in society, of the occupation concerned.

Occupational competence should be accepted as a specific objective in the new unified system of secondary level further education - levels of qualification being determined by requirements in occupational life. Transfer facilities between the various occupational streams should be determined by equivalent levels of qualification and effective ability to follow tuition in other streams. Skills and knowledge acquired through on-the-job or sandwich training should be accepted - after proper evaluation - as equivalent to educational qualifications. Vocational training as a whole should be planned with a view to achieving a reasonable balance between supply and demand on the employment market.

Administration and organisation

In providing both full-time and part-time further education, the new system should be able to meet all the educational requirements of society and to ensure full utilisation of manpower resources. Reorganisation of the existing system should be based on an analysis of the inter-relationships between functions, objectives and means. A global approach is necessary to ensure efficient use of the financial resources allocated for vocational training. In this way, artificial demarcation lines between educational streams and occupational sectors will be broken down.

So far, goals and curricula in vocational education have largely been developed within the framework of individual occupations. The Joint Secretariat for Consultative Organs in Vocational Education should cover all fields of economic activity and also take into account trends in higher education. Research and development must reflect changing needs. Teaching methods should be updated annually and subjected to in-depth review every five years.

T & D	Level	Sector	Country	In referring to this abstract please quote
2	-	-	France 44	No. 2/B 64000

Author:
Title:
Bibliographical references:

Comité du travail féminin
La formation des femmes en milieu rural
Paris. Ministère du Travail, Nov. 1974, 79 p.

Translation of title:

Training for women in rural areas

Subject analysis

Survey on the situation of women in rural areas: proposals of the Committee on women's work; evolution in rural areas and in the role of women; reasons for inequality of opportunity in education and training; adult training; conclusions.

Contents analysis

A report on the vocational training of women was published in 1972 by the Vocational Training Commission of the Committee on Women's Work (Commission de la formation professionnelle du Comité du travail féminin) cf. abstract No. 2/B 50028, Vol. 11. Due to the special characteristics of rural areas questions relating to the female rural population were not dealt with in this report.

Evolution of the female rural population

The female rural population is declining more rapidly than the male population: it changed from 36% in 1962 to 30% in 1968. This decrease primarily affects women between 20 and 39 years of age. The active female rural population is relatively stable (35% in 1962, 34% in 1968). Nevertheless, the percentage decreased among the 15-19 years age group and increased for the 25-44 years age group.

An increasing number of women work outside the family holding. The proportion of women workers and supervisory staff (40%) is higher than that of men and is increasing. The active female agricultural population currently represents 46% of rural workers and is declining rapidly.

Employment in the agricultural sector requires increasing knowledge of economics (general economics, management, accounting) as regards agricultural methods and rational work organisation.

Main conclusions and proposals

Inequality of opportunity which affects all young rural workers due to deficiencies in pre-school and primary education is particularly serious for women. Cut off from senior secondary education, the majority (87%) follow the short stream of agricultural instruction (mainly secretarial and reception duties in agricultural, stock-farming and horticultural organisations).

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An essential step towards enlarging and diversifying women's employment opportunities is the organisation of multi-purpose training, including elementary law and economics, which will, in addition, prepare them for employment opportunities in rural areas.

Occupational information and vocational guidance in school

To compensate for the lack of guidance and information services there is a need to:

- set up information and guidance centres in each area in conjunction with the chambers of commerce, the chambers for artisan trades and the National Employment Association (Association nationale pour l'emploi - ANPE);
- prepare easily understandable information pamphlets for both group and individual use;
- organise meetings and personal introductions in order to establish contacts between: teaching institutions, vocational guidance services, parents and recognised authorities in rural, agricultural and non-agricultural activities;
- institutionalise information and documentation services on employment opportunities opened through junior secondary education; mobile documentation units could be used for this purpose;
- set up committees in the schools, in liaison with the nearest vocational guidance centre, to be responsible for providing information on educational and occupational opportunities.

Training of adult women

In order to expand the training opportunities available for women who remain in rural areas, it is necessary to: utilise the agricultural training system for young people; improve financial assistance and child care services so that women may have the free time necessary to benefit from continuing training. To improve training opportunities for those women who leave the countryside to work in the towns, it would be necessary to modify the legislation concerning retraining grants and allowances; at present, the farmers' daughters who have not had initial training and who go to take up work in a factory or in a town cannot benefit from such assistance.

	T & D	Level	Sector	Country	In referring to this abstract please quote
	2	-	Education 931	Cameroon 671.1	No. 2/B 63315

Author:
Title:
Bibliographical references:

LALEZ, R.
An experiment in the ruralization of education: IPAR and the Cameroonian reform
Paris, UNESCO, 1974, 113 p.

Translation of title:

Subject analysis

Report on measures taken to reform the educational system: point of departure; the ruralized primary school; the direct role of the school; the teacher-community leader; objectives; type of instruction; study of the environment; annexes.

Contents analysis

The Cameroon Government has set in motion the process of reforming its education system by means of the Institute of Rurally Oriented Applied Education (Institut de pédagogie appliqué à vocation rurale - IPAR). The aim of this project is a complete reshaping of primary education in East Cameroon in order that the system may be better adapted to actual social, economic and cultural conditions in the country. This activity is to be continued in West Cameroon.

As the economy is essentially rural - with even the incipient industrialisation being based on agricultural processing - the changes envisaged are aimed at ensuring the "ruralisation of education".

Educational objectives are identified as follows: to give those who continue their studies a proper preparation for secondary education and to prepare the rest - the majority - to integrate with their environment with a view to changing it.

Under IPAR the ruralisation of education is conceived as a radical reform both in the spirit and in the style of education. Although originally concentrating on the pre-service training of teachers, the original concept has been widened. IPAR activities currently cover in-service training, teaching methods and curricula, textbooks and teaching materials, as well as research.

The pivot of the scheme is the primary school teacher who is seen as a "teacher-community leader" (instituteur animateur). This concept designates a new field of action, that of community leadership, in relation to sectors of the population other than school children, for example, dropouts or working adults with families. The school is seen as a "centre of influence in the community" and given a double function:

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- an in-school function: to educate pupils according to the new perspective;
- an out-of-school function: to organise adult community activities.

The trainee teacher will be prepared for a three-fold function: (1) as a specialist in ruralised education; (2) as a permanent adviser to less qualified colleagues; (3) as a permanent intermediary in the organisation of local community activities.

The main aim of the third function is not to train adults, but to put them in a frame of mind which inclines them to "authorise" the application of the adolescents' knowledge and skill.

The main objectives of the rural school are the acquisition, by its pupils, of three principal abilities: the ability to think and express oneself, the ability to act and the ability to learn. Instruction covers two types of knowledge: (1) instrumental knowledge, related to Cameroonian life and culture, to develop these three abilities; (2) knowledge explicitly aimed at understanding the environment with a view to transforming it. For environmental studies, two additional means will be used; (a) the traditional compartmentalisation of subjects taught will be replaced by interdisciplinarity taken to its furthest possible limits; (b) knowledge directed toward practical applications.

Environmental studies are the essence of the ruralisation of education and begin in the 3rd year of primary education. The 3rd and 4th year syllabus is expressly concerned with learning three things related to the local environment. The child will be taught to situate himself in time and space and be trained to observe the life cycles of plants and animals. The 5th and 6th years deal with regional and world environments. Knowedge is acquired by personal investigation into the natural and social environment.

Reform cannot be limited to the primary level alone. The Government's wish is for a complete reshaping of the whole education system, to provide the personnel needed for economic growth. This is the context in which the establishment of the National Institute of Education, for which the government is requesting assistance, should be viewed. It is also the context in which non-formal education schemes such as the cultural and community action zones (ZACCs) and integrated priority action zones (ZAPIs) should be seen [Cf. CIRF abstract No. 2/B 52193, Vol. 12].

T & D	Level	Sector	Country	In referring to this abstract please quote
3	–	–	United States 73	No. 3/B 64092

Author:
Title:
Bibliographical references:

WARNATH, C. F.
Vocational theories: direction to nowhere
The Personnel and Guidance Journal, Washington, D. C., Vol. 53, No. 6, Feb. 1975, p. 422-428.

Translation of title:

Subject analysis

Article questioning the basic assumption underlying current vocational theories; implications for self-fulfilment; changing nature of work; personal versus organisational needs; the myth of personal expression through work; need for a more realistic approach.

Contents analysis

One basic assumption underlying current vocational theories is that each individual, with adequate motivation, information, and guidance, can move through the educational process to satisfying job goals that provide an outlet for personal abilities, interests, values and personality traits.

This approach assumes that the job is the primary focus of a person's life. This may have had a limited validity in the past, but the introduction of automation raises questions about the logic of continuing to encourage people to believe that their jobs should be the central focus of their lives. Trends towards a reduced work week and towards early retirement also pose serious questions regarding the assumption that jobs can serve as a major focus of personal fulfilment.

The world of work in the United States has changed significantly over the past few decades. Job activities have been reduced to ever smaller units of specialisation. Academic credentials have been given added importance for entrance into jobs, but the complexity of those jobs has remained the same or actually been reduced. While the goal of vocational guidance is to match people and jobs, it is problematic whether vocational counsellors can claim that their efforts have resulted in placing people in jobs that are "fulfilling". Empirical research indicates that personal fulfilment in jobs is more mythical than real for the great mass of workers.

Vocational theories are nearly all based on the proposation that jobs can provide intrinsic satisfaction to each and every individual. The fact that most jobs are designed to meet the needs of production and profit or bureaucratic relationships and not to meet the personal needs of an individual is by and large ignored. Furthermore, little attention has been paid to the fact that over the past few decades the power of

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individual workers in their work situations and their control over their work activities have been significantly diminished. This reduction of human expression in work covers jobs at all levels.

Vocational theorists have avoided the moral issues related to the individual's struggle with the social system of work. Neither theorists nor counsellors have come to grips with the conflict between the needs of the people who are the objects of their attention and the needs of the economic system. On the contrary, the romantic individualism inherent in both theory and practice leaves the individual isolated and exposed by its premise that each individual is responsible for his/her fate, that only an unwillingness to be sufficiently motivated or to discover and use some unique talent stands in the way of the individual finding a self-fulfilling work situation.

Neither theorists nor counsellors address themselves to the world of work as experienced by the majority of workers. They continue to operate on the assumption that the working world is just and is guided by rational principles in regard to those in employment - despite the fact that the system within which those workers are engaged responds to factors quite unrelated to the welfare of the individual workers and can fulfil the needs of individuals only in so far as those needs support the needs of the organisation.

Counsellors are positioned at the delivery end of a chain of information and data generated by vocational psychologists. They have a certain responsibility for ensuring that their promises about the improvement of human welfare through counselling can be kept. Counsellors must not only evaluate their own attitudes toward the concept of work as the major source of self-fulfilment; they must also test their attitudes against the experience of workers in a variety of occupations. It is time to raise questions about the assumptions on which vocational theorizing is based. There is absolutely no reason why counsellors and theorists should not place more emphasis on questions related to those factors in the work situation which encourage satisfaction and permit feelings of worth and human dignity. But beyond even these considerations, they should seek a broader field of reference that is based on general human effectiveness and that does not require a fulfilling job as its core concept.

T & D	Level	Sector	Country	In referring to this abstract please quote no. 3/B 63460
3	Skilled worker	-	Germany (Fed. Rep.) 430.2	

Author:
Title:
Bibliographical references:

HOFBAUER, H.
Die betriebliche Berufsausbildung und ihre Verwertung auf dem Arbeitsmarkt
Bildungspolitik, Düsseldorf, No.1, Jan. 1975, p. 4-12.

Translation of title:

Training in the undertaking and its relevance to employment

Subject analysis

Article presenting the principal results of an inquiry into training and career patterns of the male working population: importance of training in the undertaking; occupational mobility; multi-purpose training; suggestions for improving the system of training in the undertaking.

Contents analysis

An inquiry into training and career patterns was carried out in 1970 by the Institute for Employment and Occupational Research (Institut für Arbeitsmarkt- und Berufsforschung) of the Federal Institute of Labour (Bundesanstalt für Arbeit). It covered 0.5% of the active male population of the Federal Republic of Germany. The results with respect to workers trained in the undertaking are summarised below.

From 1955 to 1970, 63% of the active male population was trained in an undertaking. About one-third of these workers changed their occupations at least once, and more than half of them were unable to use their skills and knowledge in their new jobs.

On average, half of the workers trained in the undertaking moved on within a year of completing training. In 20% of such cases, they became specialised workers (angelernter Arbeiter) or worker's mates. These changes often originated in the choice of training; in certain sectors, particularly craft trades, many more workers are trained than there are employment opportunities. To remedy this situation, it is necessary to strengthen the advisory services on work and occupations at the time of enty into employment.

Certain sectors (in particular the public services), on the other hand, employ many more persons than they train. These sectors should increase the number of places for trainees.

For 45% of the work posts requiring training in the undertaking, several different trades were accepted by the immediate chiefs as a qualification for carrying out the job in question. The workers are thus better protected against fluctuations in employment, since the skills they have learned allow them to follow another occupation more easily (possibility of active substitution), whereas such an occupation could be undertaken

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only with difficulty by other persons (possibility of passive substitution). It is therefore necessary when framing occupational descriptions to see the content of training facilitates as high a degree of active substitution as possible.

[See also abstract No. 2/B 56714, Vol. 12].

T & D	Level	Sector	Country	In referring to this abstract please quote
3	-	-	Austria 436	No. 3/B 63459

Author: VERZETNITSCH, F.

Title: Für eine moderne Berufsausbildung

Bibliographical references: Start Aufstieg, Wien, No. 1, Jan-Feb. 1975, p. 3-5.

Translation of title: Towards modernising vocational training

Subject analysis

Article on the deficiencies of current vocational training within undertakings and proposed improvements.

Contents analysis

The 1969 vocational training Act [cf. abstract No. 1/L 84, Vol. 8] was the result of a compromise between employers and workers. It does not provide comprehensive regulations covering all vocational training activities.

At present, 75% of all young people make their occupational choice between 10 and 14 years of age and of this number only 6% benefit from vocational guidance services. While 304 trades are officially recognised for training purposes, 90% of all apprentices are divided among 35 trades. About 25% of all apprentices would have preferred to have started training for another trade and 40% change occupation immediately after completing their apprenticeship.

With a view to reforming the vocational training Act, the Young Workers' Union (Gewerkschaftsjugend) has suggested the following measures to improve training;

- inclusion of vocational guidance and the provision of occupational information from the beginning of the 6th school year;
- introduction during the period of polytechnical education (9th school year) of practical and theoretical information on the 304 trades requiring recognised training and on the future of the individual trades;
- so that apprentice training should not lead to a dead end, curricula and teaching methods should enable young people to acquire the skills and knowledge necessary for progressing to higher levels of education and training;
- emphasis at the beginning of initial training on a basic occupation (Grundberuf) which will lead to several specialisations;

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- the introduction of general education subjects (political theory, languages) into the part-time vocational schools (Berufsschule);
- reduction in the duration of apprenticeship;
- elimination of differences between undertakings as regards the quality of training through setting up a vocational training fund which will provide training grants to approved undertakings;
- introduction of special training measures for young people with no occupational qualifications;
- increased research on occupational change.

In certain respects, these proposals run parallel to the recommendations of the action programme of the working group on the dual training system set up by the Austrian Economic Confederation (Österreichischer Wirtschaftsbund).

T & D	Level	Sector	Country	In referring to this abstract please quote
4	-	-	Germany (Fed. Rep.) 430.2	No. 4/B 63429

Author:
Title:
Bibliographical references:

BARNOFSKI, U.
Die berufliche Umschulung
Bundesarbeitsblatt, Köln, Vol. 25, No. 12, Dec. 1974, p. 684 - 688.

Translation of title:

Retraining

Subject analysis

Article questioning soundness of the division of training into three distinct types - initial, further and retraining - and advocating the linking of retraining with initial training.

Contents analysis

The concept of retraining (berufliche Umschulung) is of recent date, an offshoot of the increasing rate of technical progress and the changing nature of occupational structures. In the Federal Republic of Germany it covers any training activity whose aim is to enable a person in search of employment to enter a suitable new occupation, thus ensuring or improving occupational mobility.

Are we justified, however, in considering retraining as a specific form of training? In most cases, retraining consists of normal initial training, whether given in school, in the undertaking or in group training institutions. It differs from initial training only where the training is of short duration not leading to a trade certificate and not preparing for entry into a recognised occupation with a clearly defined occupational description. In all such cases, retraining is below the level of initial vocational training.

Nor can retraining and initial training be differentiated by content. Vocational schools have attempted to organise separate instruction for persons who have already been in employment, but the courses, duration and subject-matter are the same as for the other students. In the undertaking, retraining generally follows the appropriate training regulations in force for adolescents. In group training establishments, an attempt is made to provide crash training of short duration, but the content remains essentially that laid down in the regulations governing initial training.

The statutes relative to the application of the law dealing with specific measures for promoting training [Cf. abstract No. 2/L 158, Vol. II] make a fundamental distinction between initial and further training. At whatever age a person undergoes retraining, he must start his

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apprenticeship to a new occupation from the beginning, in exactly the same way as with initial training. Retraining should be associated with initial training, and provision to that effect should be incorporated in the proposed new law on vocational training [Cf. abstract No. 1/B 57302, Vol. 12].

T & D	Level	Sector	Country	In referring to this abstract please quote
5	-	-	United States 73	No. 5/B 64767

Author:
Title:
Bibliographical references:

ISLAND, D., RICHARDSON, F.D.
A model for training workshops and labs

The Personnel and Guidance Journal, Washington, D.C., Vol. 53, No. 8, April 1975, p. 582-597.

Translation of title:

Subject analysis

Article on a model for designing training workshops and experimental groups for training people in human relations skills: weaknesses in traditional approaches; assumptions of a new model.

Contents analysis

In recent years the proliferation of training programmes and gimmicks in interactive (or human relations) skills training has been endless. Many of these methods, however, have proved to have little, if any, lasting positive effect. The good results achieved in a laboratory or workshop setting are not always transferred to the real situation.

The phenomenon of poor retention and transfer to a real-life setting can be explained by four basic weaknesses in most human relations training approaches. First, sufficient effort is not always devoted to introducing trainees to theory that would give them a sound base for understanding and would enable them to generalize from their behavior in a laboratory or experimental setting to experience in the real-life situation. Second, skills training is often conducted at a superficial level, and trainees do not have the opportunity to acquire self-awareness. Third, training can be disastrous if not enough attention is given to communication skills. Finally, previous education often produces a negative or sceptical attitude to training.

A model has been developed to assist educational planners in creating learning experiences that maximise retention and transfer to the real situation.

It is based on three levels of participant needs: (1) acquisition of personal awareness and a theory base; (2) acquisition of individual communication skills; (3) acquisition of selected professional competencies which are of direct relevance to the individual's work situation.

The assumptions underlying the model are that: (a) each higher level of acquisition is less general and more carefully defined by the needs of the participant's particular profession; (b) successful acquisition of each level is dependent on successful acquisition of each

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more general and fundamental level; (c) any professional competency (level 3) in which one is trained must be accompanied by training in levels (1) and (2) related to that competency, and (d) retention and transfer to other settings increase as integration of the levels becomes more complete.

Workshop leaders and trainers can employ this model successfully by following one concise rule: everything that is said, done, conducted or included in the workshop agenda must relate directly to at least two of the three levels in the model. Once this is done, the workshop will integrate participant needs at all levels. Trainees can leave the workshop with an integrated package of experiences, materials, theory, skills and competencies, which, because they are integrated, have greater potential for retention and transfer. If this rule is followed in the planning phase, strategies can be found to tie each training activity to needs at all three levels.

In addition, there are three additional components that promote learning retention and transfer. The first is debriefing, which involves reviewing an experience by discussing how it was conducted, why it was included, and what meaning participants might have obtained from it. Debriefing slows participants down, provides for feedback from the participants, focuses attention on structure, and reinforces learning. It need not be restricted to a group and may include small group conversations and even time for private reflection and written comment. These sessions obviate the need to introduce specific evaluation sessions as evaluation is built into the structure of the course through the debriefing component.

A second component is to allow time at an early stage in the course for a group discussion about the design of the workshop and the model. In this way the participants are able to understand how all the elements in the workshop fit together.

Finally, it is important for each participant to have the opportunity to practise a professional competency that he or she has selected for its relevance to the occupational setting during the training programme. The likelihood of adequate retention and transfer increases as the participant rehearses the competency and gains confidence and insight from supportive feedback from other members of the group.

T & D	Level	Sector	Country	In referring to this abstract please quote
5	–	–	Developing countries	No. 5/B 59998

Author: COVERDALE, G. M.

Title: Planning education in relation to rural development

Bibliographical references: Paris, UNESCO: International Institute for Educational Planning, 1974: Fundamentals of educational planning - 21, 37 p.

Translation of title:

Subject analysis

Booklet on current patterns of educational aid in rural areas of developing countries; curricula; general adult education; teacher training; suggested strategies; summary of suggestions.

Contents analysis

[The booklets in this series are written both for persons engaged in educational planning and administration and for others, in less specialised spheres, who seek a general understanding of educational planning in the context of national development. This abstract deals only with the general conclusions.]

1. The economics of agricultural production are highlighted in most development plans. It is imperative to change from a subsistence to a cash economy, and to increase agricultural output to the point where the export of produce becomes possible, so that its earnings make industrialisation and modernisation a reality. Bringing knowledge to peasant farmers is probably the most productive investment which can be made in any of the poorer agricultural economies. This calls for innovation.

2. Innovation does not mean a sudden explosion of new ideas by ephemeral enthusiasts and visiting experts. Successful agricultural education depends on the visible evidence of successful farming.

3. What is needed is a comprehensive rural development policy aimed at raising the standards of living of the country people through increased and diversified economic activity. One of the most important tasks facing any administration is to examine thoroughly the importance of reallocating effort as opposed to merely extending existing effort. Rural development planning should comprise the establishment of a complete rural infrastructure, including health, education and social services.

4. In education, the main emphasis should be to build a rural learning system that will provide children and adults alike with educational options relevant to the evolving needs of the rural communities. It is the aims and objectives of the village schools which should be occupying the minds of educational planners, rather than the academic curriculum of secondary schools. The village school should, ideally, become the centre of

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the community, with the teacher as an important member of the community development team.

5. The development of a system which will guide the majority of young people into employment on the land is a major concern for most developing countries. Despite the difficulties, the future of developing countries, so overwhelmingly agrarian, is closely linked to the successful establishment of settlement schemes and farmers' co-operatives. It is important to take this into account in designing all levels of training programmes.

6. If rural reconstruction is to involve the development of the total village community, then action should be co-ordinated by a central agency. A high-level rural education council should be set up under the chairmanship of a senior member of the government. The council would have executive powers and would stimulate and co-ordinate training requirements at all levels within the framework of over-all manpower policies. Its executive secretary would need to be an experienced agricultural educator.

7. The Department of Agricultural Education at the university would act as an advisory body and should also be able to carry out meaningful and practical research projects in agricultural education.

8. A regular exchange of ideas and experiences at the international level in the broad area of agricultural education and training would also be of immense value.

T & D	Level	Sector	Country	In referring to this abstract please quote
6	Supervisor	–	United Kingdom 42	No. 6/B 63562

Author:
Title:
Bibliographical references:

GREENWOOD, D. A.
Putting PEP into your supervisory development
Industrial Training International, London, Vol. 10, No. 2, Feb. 1975, p. 56-60.

Translation of title:

Subject analysis

Article on a new approach to supervisory training based on linking training to the job situation: underlying principles; the programme; implications.

Contents analysis

Conventional methods of training supervisors often prove unsuccessful. The success of the experimental supervisory training scheme for office supervisors described below is attributed to the emphasis given to linking training to the job environment.

The scheme resulted from an evaluation of past training practices. This had revealed: ad hoc training, no planning, and the absence of any link between the individual's job, his immediate environment and the course content. It was also clear that there was no real interest by management in the application of learning. As a result of discussions between training staff, managers and an independent management consultant over a period of some months, some basic re-thinking took place.

The general consensus of these discussions was that, to be effective, supervisory training should be related directly to the job environment. A distinction between knowledge and skills was recognised: the difference between "know of" and "know how". A clear definition of the role of an office supervisor was agreed: his task is to know how to get things done. He therefore needs to have certain administrative skills, to be able to follow and design procedures, to understand the motivational aspects of performance and to have a fairly high degree of skill in dealing and communicating with people. It was agreed that these "knowledge aspects could be imparted through courses or seminars.

To secure the "skills" component was more difficult. Following one of the first tenets of training - that what is learned off the job must be tried, tested and perfected on the job - two measures were introduced. First, the trainee's course tutor was assigned a counselling role and second, his manager was given a coaching function in the job situation. The "coaching function" was regarded as critical to the success of the scheme.

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The course objective was defined as improved job performance of the supervisor, and through him, of his staff. Knowledge to achieve this would be introduced in the classroom but the ability to use it could only come through a carefully controlled practical experience phase (PEP) on the job and with support from management.

The course consisted of six 1-day seminars with one to two weeks between each seminar. Seminar content was progressive and inter-linked, starting with a general analysis of the role of the supervisors and progressing to the development of relevant analytical skills. The programme concluded with a management report written by the trainees, suggesting improvements in current practice.

During each PEP the supervisor had to accomplish specific analytical tasks related to the preceding seminar, e. g. analysis of procedures using flowcharts and algorithms. He could consult both his tutor and his manager for advice. The management report was submitted first to other course members for comment and appraisal, and after the last seminar, to the supervisor's manager.

Evaluation of the programme was related to: immediate trainee reactions (reaction level); change in skills, knowledge and attitudes (learning level); alteration in job performance (behavioural level); effect on the organisation (functional level).

Evaluation tended to be subjective and somewhat unsophisticated, but it was felt that checking the programme's validity in line with simple guidelines was more important than developing more scientific criteria. Follow-up surveys have been promising. Many of the management report recommendations have been implemented and some managers have admitted to underestimating the analytical abilities of their staff. A chain reaction could well be in progress as there is now growing interest in management development.

T & D	Level	Sector	Country	In referring to this abstract please quote
7	Management	-	United Kingdom 42	No. 7/B 60106

Author:
Title:
Bibliographical references:

HAGUE, H.
Executive self-development

London, The Macmillan Press Ltd., 1974, 243 p.

Translation of title:

Subject analysis

Book on the need for a new approach to management development: self-development rather than "training"; individual and organisational needs; development tools; strategies for effective management development; appendices; bibliography.

Contents analysis

The management training role has long held contradictions: everybody would agree with the need to improve standards of management, but few would claim it is getting better. One reason for the ineffectiveness of management training has been its concentration on traditional-type courses, which offend against elementary learning theory - as applied to adults. Not only has management training used the wrong methods to teach techniques to low level managers; it has concentrated on courses, from which adults abstract little, remember less and implement nothing. Furthermore, such courses are generally of a hypothetical or general nature. The fact that the most effective way to catch a manager's interest is to relate training to the job, has to all intents and purposes been ignored.

Management functions can be divided into two broad areas: one organic (achieving results through people) the other mechanistic (dealing with systems, techniques and procedures). The organic area is important because it is the area in which managers have to achieve results through other people. Some of the organic skills include: communicating, delegating, motivating, decision-making and problem solving. Communication may possibly be the highest form of managerial skill. As such, however, it goes far beyond the power to express oneself clearly by the spoken or written word. In broad terms it means creating the right climate for productive corporate effort. Any realisation of the importance of organic skills will be accompanied by an awareness that a manager's needs will be of an individual nature and that any set programme, by definition, must be inappropriate.

Accepting that training must be carried out in the real situation it is essential that managers must want to develop themselves if the term management development is to have any true meaning. Natural intertias

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are strong and a type of complacancy is bound to characterise the successful. However, if managers themselves become aware of aspects which they want to improve and take the essential first steps, there is none of the resistance that would arise if someone else tells them they are using their time badly.

There are profound implications for training in this approach. If the impetus for management development comes from managers themselves, the role of the trainer changes radically. Instead of delivering packaged information, he is structuring a situation so that managers discover the need and the will to improve. Now it may be said that guided self-discovery is little different from an analysis of training needs and that the results are not always too far apart. The critical difference, however, lies in the manner of arriving at the diagnosis which, in the new method, gains the commitment of the manager concerned.

Such an approach to management development requires different skills among trainers. The ability to lecture is no longer all-important; part of the necessary ability can only come from hard experience as a line manager. To earn respect in a catalytic function, the trainer has to see the real problems first and the theories to apply second, rather than start with generally applicable theorizing. No one person will combine all the desirable qualities. But one thing is quite clear, and that is, that there is a need to upgrade the calibre of trainers. The need is for men with the necessary general management experience and behavioural skill who will assume the authority that their function implies and have the courage and professionalism that the role demands.

Apart from competent trainers any successful management training programme will need support from top management and a commitment from management to support needed change within the organisation. So as to prove the possibility of influencing real situations there is a need for early success; the initial aim should be change in some relatively small but achievable area. Finally, it is rare for any fundamental management development scheme to be successful without external aid. The most common role for an outsider is to guarantee that the training effort does not come to a stop because of the personal and political factors inside an organisation.

	T & D	Level	Sector	Country	In referring to this abstract please quote
	10	-	-	United States 73	No. 10/B 63184

Author:
Title:
Bibliographical reference:

McELREATH, M. P.
Developing a strategy for adult education via mass media
Adult Education, Washington, D.C., Vol. 25, No. 1, Oct. 1974, p. 23-32.

Translation of title:

Subject analysis

Article on research to assess the factors that are necessary to ensure the success of multi-media television-based instructional programmes for an adult, non-captive audience; methodology; results.

Contents analysis

Most research on the effectiveness of instructional television is applicable to schoolchildren and other "captive" audiences. A 3-year research project, funded by the US Office of Education, has recently been carried out to ascertain whether a typical, non-captive audience will respond to instructional television.

The research related to a television-based multi-media system designed to teach adults who can freely switch channels to watch alternative programmes. The project was carried out by the University of Wisconsin Extension Telecommunications Center in three stages covering life coping skills for rural adults, urban career education and basic employment matters.

Stage 1: life coping skills

This stage included: a weekly half-hour TV show over a 20-week period; informational booklets; a weekly radio programme; a monthly 4-page newspaper; a free 24-hour telephone service (Action Line) for answering questions and requests for materials; and, for a limited sample, personal contacts in the form of weekly home visits by para-professionals.

Three telephone surveys were conducted to ascertain audience reactions. Calls were made during TV presentations and revealed a high viewer response: 29% out of 2,226 respondents in the first survey and 25% out of 2,080 in the second. The 3rd survey indicated that 84% of viewers rated the programme "good" to "excellent" and that two favourite aspects of the programmes were the Wisconsin personality who hosted the series and the filmed interviews with nationally known personalities.

A mail survey was conducted two weeks after the end of the series. More than 4,000 people received questionnaires: 1,272 mothers receiving aid for dependent children (AFDC) and 2,950 on the programme mailing list.

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Total response was 16% and 31% respectively for each of the two groups. Of these totals, 23% of the AFDC group and 33% of the second group watched the programme regularly.

Out of those who had used the Action Line, which received 80 calls weekly, 89% expressed satisfaction with the information given.

A controlled experiment was conducted on the impact of the home visitors. The treatment group received home visitors and other programme components while the control group had access to all components except the home visitors. Each group comprised 50 rural adults with less than secondary education. A specially designed battery of tests was administered to both groups. It consisted of an adult achievement test with subtests for verbal ability, numerical ability, coping skills, internal-external control, attitude towards education and a behavioural measure. There were no significant statistical differences between the two groups.

Stage 2: career development

The first stage programme was adapted to urban career education. The TV component differed in several ways: a host was not used for the series; nationally known personalities were not used extensively, the series was presented against different settings; and no extensive advertising campaign was carried out. Evaluation was through 3,062 structured interviews and a questionnaire to all persons who used the telephone referral service which was only available in limited areas. Less than 10% of the respondents claimed familiarity with the programme.

Implications

Results from evaluation of the first two stages indicate that nationally known personalities and extensive advertising are required to capture a significant percentage of the adult viewing audience. While personal contacts in the form of home visitors are not necessary, a feedback mechanism encouraging audience participation does seem to improve effectiveness of instructional television. These aspects were taken into account in implementing the third stage of the research project but additional research is needed to assess the effectiveness of this stage of the multimedia system.

T & D	Level	Sector	Country	In referring to this abstract please quote
11	-	-	United States 73	No. 11/B 64647

Author: MILLS, T.

Title: Human resources - why the new concern?

Bibliographical references: Harvard Business Review, Boston, Mass., Vol. 53, No. 2, March-April 1975, p. 120-134.

Translation of title:

Subject analysis

Article on the growing interest by industry in human resources development; definition of the concept; trade union attitudes; four schools of thought; a new interpretation.

Contents analysis

The past three years have seen an upsurge of interest in the whole field of human resources development (HRD). The question that is difficult to answer is why, in a period of falling markets, have many companies in the United States begun complicated and time-consuming efforts in a field that does not really even have an accepted name.

The terms used today by business men to identify human resources development are as varied as they are usually incorrect. The concept as such involves the efficient production of goods and services and the quality of work life experienced by workers. Also important are job security, reward and compensation systems. No wonder there is confusion as to what it exactly means and how to set about it. The confusion is certainly not made any less by the assignment of HRD functions to training or personnel departments where there exists a bewildering range of responsbility levels to deal with such a basic area of concern.

In general, HRD can be said to "deal with developing and managing human resources at work toward new goals of greater sharing of personal, social and economic values." This said, it must be emphasised that specific HRD activities do not include the cosmetic exercises practised today in many companies seeking to spur worker motivation through various training packages. Although such cosmetic measures may have general HRD objectives, true HRD activities are those involving expertly studied, designed and implemented programmes of planned change in work itself and the realignment of task and decision structures.

Although information about HRD activities in private industry is hard to come by, certain characteristics emerge about companies who are moving into the HRD field. Such companies are large and generally have a good record of management, performance and earnings. Other common characteristics include the employment of social psychologists on the

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on the staff, support by top management and a preoccupation with the nature of the work itself. HRD staff are concerned with the organising (or re-organising), designing (or redesigning) and structuring (or restructuring) of line functions and the people and machines performing them.

Despite HRDs primary focus on work, workers and work conditions, until recently, most HRD activity in the United States has been in non-union plants. In Europe, and particularly Scandinavia, unions have long been involved in pressing for HRD experiments and practice. However, growing interest by union leadership is an important part of the emerging HRD phenomenon in the United States.

There are four commonly accepted hypotheses put forward to explain the emergence of HRD. These include job dissatisfaction, decreasing motivation and increasing counter-productive behaviour, rising employee expectations and a new anti-mechanistic syndrome. Essentially all four imply that HRD action must be remedial, so as to counteract undesirable socio-economic phenomena.

Although they may be partially true there is no evidence to support the categoric assumptions of such hypotheses. A more rational explanation comes from those who explain HRD in terms of a "return on investment" (ROI). The ROI school differs significantly from the other four in that it suggests that the source of the phenomenon is inside business itself. Businesses are turning to HRD not so much for remedial action against troubling socio-economic disorders, but rather for action toward better management of conspicuously underdeveloped business resources: people. Positive HRD results are stressed such as diminished accident, absenteeism and error rates, and increased morale, quality and productivity.

As new capital and new technology become more difficult to find in deepening recession, low cost, low risk HRD, with its high potential return on small investment, becomes more worthwhile. It is, in fact, good management. Few managers fully understand the approach and many still confuse it with cosmetic applications. However, when HRD works properly, unions and workers benefit equally with management. In the process, a new structure emerges.

T & D	Level	Sector	Country	In referring to this abstract please quote
12	-	-	Germany (Fed. Rep.) 430.2	No. 12/B 64218

Author: -

Title: Welche Erwerbstätigen bilden sich beruflich weiter? Materialien aus der Arbeitsmarkt- und Berufsforschung, Nürnberg, No. 13, 1974, 15 p.

Bibliographical references:

Translation of title: How many workers follow further training courses?

Subject analysis

Article on research concerning the relationship between careers and further training: age of participants; level of previous instruction and training; professional status; occupation; mobility; factors related to the undertaking; influence of measures for individual assistance.

Contents analysis

A survey was carried out in 1970 by the Institute for Employment and Occupational Research (Institut für Arbeitsmarkt- und Berufsforschung) of the Federal Institute of Labour (Bundesanstalt für Arbeit) into the training and career patterns of the active male population, and in particular the relationship between participation in further training and career advancement.

Principal results

On average, 19% of the persons included in the survey had taken part in further training activities between 1965 and 1970.

Age. Participation in further training was above this average for workers aged 20 to 40, highest of all in the 25-30 age group and below average for workers aged 45 to 50.

Instruction and training. The results showed that participation in further training increased with the level of instruction and training previously attained. It greatly exceeded the average among workers holding junior secondary school certificates (34%), senior secondary school certificates (34%), the diploma of a full-time vocational school (Berufsfachschule) (30%) or a university level engineering degree.

Occupational status. Participation in further training was highest among public servants and office employees in high-level positions (44% and 37%), weakest among unskilled workers (6%) and agricultural workers (7%).

Occupation. In most craft and industrial occupations, participation was below average (4-8%) with the exception of: electrical trades (27%), foundry workers, locksmiths, mechanical and allied trades (19%), photography, printing and allied trades (17%). In technical, commercial,

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organisational, administrative and office occupations, participation was above average.

Mobility. A close relationship was observed between further training and mobility. Among workers who had progressed from low-level employment to high-level or supervisory positions, 59% had undergone further training. Participation was weakest (8%) among those who had changed from simple office work to unskilled manual work. The hypothesis that further training tended to increase mobility between undertakings was not confirmed.

Factors related to the enterprise. On average, 43% of those who had undergone further training had been encouraged to do so by their superiors or employers. The under-represented groups were generally those who had most often been urged to follow further training courses. The size of the undertaking appeared on the whole to have been of little importance. The number of participants varied according to whether they worked in an industrial or craft occupation or in other sectors (commerce, banking, insurance, public services, etc.) where participation figures were one and a half times higher.

Training assistance. As regards individual measures to promote training [Cf. CIRF Abstract No. 2/L 158, Vol. 117], the survey revealed that only 4% of unskilled workers benefited from such measures, though as a group they accounted for 21% of the active male population. For skilled workers the percentages were 51.9 and 27 respectively (women, 12.5% and 2.1%). It would seem that the measures introduced to promote training do not help to redress inequalities. This can be explained by the fact that the main object of the relevant legislation is in fact to promote adaptation to technical change.

T & D	Level	Sector	Country	In referring to this abstract please quote
13	–	–	France 44	No. 13/B 63574

Author: MEIGNANT, A.

Title: Formation et division du travail

Bibliographical references: Education permanente, Paris, No. 25, Nov.-Dec. 1974, p. 5-25.

Translation of title: Training and division of labour

Subject analysis: Article on the relationship between training and work organisation: division of labour and organisation; example of an integrated approach to training and organisation; suggestions for research.

Contents analysis:

In recent years employers have been giving increasing attention to improving conditions of employment and modifying work organisation. In practice, training and work organisation are inseparable: they are two aspects of the same phenomenon, which is the essence of the productive system, namely, the division of labour.

New forms of work organisation have been introduced to combat lack of motivation, high labour turnover and absenteeism. Such changes aim also to stimulate original thinking and innovation, thereby maintaining the firm's competitiveness. The main changes introduced rely on job enrichment and creation of autonomous work teams. The latter, which have characteristics in common with self-management, imply fundamental changes in established organisational and authoritarian structures, without however, introducing any modification of the firm's economic aims. Because of this contradiction, the concept elicits reserves on the part both of employers and of trade unions.

Training experiments have revealed the dialectical relationship between training and work organisation. In a large metal company, for example, a training programme was undertaken to ensure the replacement workers performing strenuous work (e.g. furnaceman). A 10-year training plan was drawn up. Young people who had just obtained trade certificate in mechanical engineering (certificat d'aptitude professionnelle - CAP) underwent modular training in metal processing. The aims were defined in operational terms. This training activity had unforeseen effects : older workers realised the necessity of training in order not to be reassigned to a job at a lower level; the division of labour between the master furnaceman and his mates was replaced by the all-round skills of a work team, each having received the same training; the foreman who until then had performed the task of senior furnaceman was released to undertake management, co-ordination and safety functions.

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Training sessions for supervisors were also organised along the following lines: supervisors were required to analyse the totality of the problems they encountered and to distinguish the variables which determined their work situation; the instructor guided the work of the group and helped it to study problems at its own pace.

An analysis of this experimental scheme suggests the following hypotheses:

- motivation is the result of the organisational system and can be modified by altering the system;
- modifications in motivation are linked with the role of the workers or their representatives in decisions concerned with changing the system;
- the process of changing the system can serve as a focus of interest in the training process.

These hypotheses might serve as the starting point of a research and operational project aimed at developing an integrated model for the analysis of organisational structures and training action.

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